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STRUCTURE, ORGANIZATION AND ACTIVITIES OF THE LEIDSCHE ONDERWIJSINSTELLINGEN (L.O.I.), THE GENERAL SITUATION OF EDUCATION BY CORRESPONDENCE IN THE NETHERLANDS.

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ADULT EDUCATION BY CORRESPONDENCE IN THE NETHERLANDS IS DOMINATED BY THE LEIDSCHE ONDERWIJSINSTELLINGEN (L.O.I.), A NON-PROFIT ORGANIZATION, PARTIALLY STATE-SUPPORTED, WHICH TRAINS 75,000 STUDENTS IN 400 COURSES AT ANY ONE TIME. ONLY GOVERNMENT EXAMINATIONS ARE GIVEN. THE L.O.I. HAS ADDED TO ITS ORGANIZATION SEVERAL SCHOOLS FOR PURELY ORAL TUITION, WITH THE AIM OF HAVING TEACHERS WHO CORRECT THE WRITTEN SUBMISSIONS ALSO WORK IN ORAL SCHOOLS TO PROVIDE PRACTICAL LESSONS AND TESTING. TO ENABLE THE MANAGEMENT TO CONTROL THE ORGANIZATION AND CONTENT OF COURSES, A NUMBER OF SPECIALIZED SCHOOLS, SUCH AS FOR MANAGERIAL SCIENCE, LANGUAGE, MECHANICS, AND POLICE TRAINING, HAVE BEEN SET UP, WITH AN EXPERT IN THE FIELD AS PRINCIPAL. THE L.O.I. HAS CONDUCTED RESEARCH ON ADULT LEARNING BY CORRESPONDENCE STUDY. THE RESULTS OF THIS RESEARCH WILL BE PUBLISHED JOINTLY WITH THE FREE UNIVERSITY OF AMSTERDAM. IN 1966 THE GOVERNMENT BEGAN A PROGRAM OF INSPECTION OF ALL CORRESPONDENCE SCHOOLS, WHICH WILL IMPROVE EDUCATIONAL QUALITY AND SUPPORT THE L.O.I. (THE ARTICLE HAS AN OUTLINE OF THE ADMINISTRATION OF L.O.I. COURSES, A SUMMARY OF THE RESEARCH REPORT, AND GIVES THE NORMS TO BE APPLIED BY STATE INSPECTION.) THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF EDUCATION," VOLUME 13, NUMBER 1, 1967, PUBLISHED BY THE UNESCO INSTITUTE FOR EDUCATION, HAMBURG, GERMANY. (AJ)

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STRUCTURE, ORGANIZATION AND ACTIVITIES OF THE LEIDSCHE ONDERWIJSINSTELLINGEN (L.O.I.)

THE GENERAL SITUATION OF EDUCATION BY CORRESPONDENCE IN THE NETHERLANDS

by Isaäc J. Sloos, Leyden

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Introduction

When discussing education here, reference is made exclusively to education of adults – of persons already admitted into the social production process.

The time is past when education by correspondence could be considered a stand-by, a less valuable substitute when oral education was not available. Statistics over several years prove that the number of people trained by means of correspondence courses while living in big cities – where there is a wide choice of oral education possibilities – is proportionally not less than that in areas with no, or insufficient, oral education. On the contrary, careful analysis of these statistics lead to the conclusion that education by correspondence is definitely needed. This is due to the fact that most adults cannot find an opportunity, or are not inclined, to submit themselves again to class teaching. On the other hand knowledge obtained at schools or universities is very short-lived in our dynamic world; it is certainly insufficient to last a whole life-time.

One's rôle in society, in so far as it depends on one's knowledge, is now played out sooner than it used to be – because the relevance of a great deal of one's knowledge is permanently and quickly changing. Education by correspondence is therefore more and more widely accepted as *the* form of adult education. It has for these reasons become a very important social phenomenon.

The significance of adult education by correspondence is no longer restricted by its being a means of education for those who have lagged behind in class; adult education by correspondence has now become a necessity for every one who does not wish to sink back to the lowest levels of his occupation. That is why this method has gained such enormous impetus, but it is also the reason why a much larger responsibility has fallen upon those engaged in this form of education.

A. *Non-Profit-Making Structure of the L.O.I.*

The Leidsche Onderwijsinstellingen have now been in existence for forty-three years. Brought into being by personal initiative, the L O.I.

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started by offering education on a high level of quality; namely, courses aimed at obtaining the official diploma for teachers in Dutch secondary schools. However, the present L.O.I. structure was brought into being nine years ago.

Making provisions for a socially indispensable form of education and any form of pursuit of gain are, in the opinion of most people concerned with education, two completely irreconcilable things. It is difficult, or hardly feasible at all, for a primarily commercial institution to get any co-operation from persons who are able to bring education by correspondence to such a level that it can properly meet present-day educational requirements. Education by correspondence even needs State aid for the execution of a considerable part of its task, and in this situation any form of distribution of profits to owners or shareholders becomes an impossibility.

This post-war development of adult education by correspondence has led the L.O.I. to adopt the structure of a non-profit-making organization. The shareholders gave up all revenue from their shares and the board of directors abandoned all bonuses and agreed to a salary similar to that paid at State educational establishments. With this decision the L.O.I. entered a new and significant stage of its development.

The structure of the L.O.I. as a non-profit-making organization is illustrated by the following points:

a. All revenues which would normally go to third parties now benefit the "Study Fund," which is under the supervision of an independent Board. The Fund grants college expenses to anyone who cannot afford to pay the college fees.

b. Every blind person in the Netherlands can study free with the assistance of the L.O.I.

c. Education that is necessary for national development will be organized, even when the college fees cannot cover the expenses of such education.

d. Everything possible will be done to further the cause of good education.

L.O.I. activities are governed by several Boards of advice, help, and audit. For example, the Board of Financial Control is responsible for implementing the non-profit-making objective.

B. *Organization of the L.O.I.*

This has been set down in the "Description of the Organization of the L.O.I.," a document for internal use which consists of about 1,000 typewritten pages. Such an organizational description is certainly not an extravagant luxury for an institution at which 900 people work and where about 75,000 students are at any one time being prepared for some examination or other in very diverging fields. Im-

proving, checking, and describing the internal organization of the L.O.I. has for the greater part of its existence been the full day's work of several special functionaries.[1])

I. *How a L.O.I. Training Course is Generated and Effected*

Preliminary Investigation

1. a) A request for a course is received from an official body, a social or industrial organization, or an individual person or persons; or
   b) L.O.I. collaborators detect the existence of a social want.
2. Inquiry into the degree of urgency with which the special training is wanted, and whether it can be taken in hand with complete justification and responsibility.
3. Inquiry into the social benefits of the training.
4. Initial talks with experts.
5. Co-operation with official or semi-official bodies re auspices.
6. Investment-plan for the training. Subsidization.
7. Tentative curriculum.
8. Consultations with the various Boards of the L.O.I.
9. Decisions on the use of complementary oral and or practical lessons.
10. Inquiry into the possibilities of international co-operation.

Preparation of the Training Course

1. Appointment of the teacher(s).
2. Drawing up a detailed curriculum and fixing the didactics of the training.
3. Fixing the number of lessons and the reading-matter for each lesson. Fixing the timetable.
4. Chronological table for the composition of the lessons.
5. Composition of the lessons by the teacher(s).
6. Checking of the manuscripts by the appropriate Head of School.
7. Checking the didactic form and technical contents of the new lessons by experts who do not belong to the permanent teaching-staff of the L.O.I.
8. Laying out the lessons and passing them on to the printing office.
9. Checking the proof-sheets.
10. Delivery of the lessons.
11. Organizing the complementary oral and/or practical part of the training.
12. Preparation of the necessary information and guidance (including composition of the prospectus).
13. Supply of advisory and instructional information.

Administration of the Training Course

1. Forwarding of lessons to the trainee.
2. Correction by teacher(s) of the lessons submitted by the trainees.
3. Qualitative and quantitative check of the trainees' achievements.

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[1]) Summer courses are to be organized in the spring of 1967, on behalf of people who are interested in learning about the organization of a large institution for correspondence courses. The teaching media at these courses will be English, French, and Spanish; the courses themselves are free.

4. Check of the teachers' corrections by the Head of School.
5. Complementary oral and/or practical lessons, if any.
6. Advice to trainees about entering for their examination.
7. Analysis of the examination results of all L.O.I. trainees.
8. Analysis of the national examination reports.
9. Possible advice to trainees as to further studies.
10. Continuous checking of the lessons in order to improve them by:
    a) analysis of mistakes made by the trainees;
    b) studying the examination results,
    teachers and Heads of Schools listening to the oral examinations;
    c) keeping up with professional knowledge and studying the latest developments.

Preliminary Investigation

The L.O.I. have a permanent staff of 300, the number of part-time teachers is 600, and over and above that they have a number of advisers who play an important part in the inquiry into the desirability of new courses and the nature of their subject-matter.

Wherever possible, the L.O.I. tries to secure -- usually with success – co-operation from official and semi-official bodies in special fields of knowledge and spheres of social life, in order to get assistance not only in giving correct form to the new courses at the very start but also, and this is typical of the new organization of the L.O.I., in continually checking the courses and adapting them to current practical requirements.

Some of the bodies which at present are thus co-operating with the L.O.I. are:

- General Dutch Travelling Conductors' Board
- General Association of Accountants
- General Organization of Shippers and Private Transporters
- Union of Secondary and Higher Technicians
- Central P.T.T. Management
- Federation of Dancing-Masters' Organisations
- Royal Dutch Motorists' Club (K.N.A.C.)
- Royal Dutch Association for the Promotion of Pharmacy
- Royal Dutch Musical Society
- Board of Agriculture and Fisheries
- Dutch Geological Society

This form of support of L.O.I. activities is rapidly developing.

Preparation of the Training Courses

The composition of a new course is certainly no sinecure: a teacher who is excellent in the class-room is not necessarily an excellent writer of a correspondence course, and the same goes for the author of a good text-book. Before a course can be accepted as final, it often has to be rewritten

it once (or even twice). Most new courses consequently entail a few years of preparation, during which it is often difficult to reconcile differing views. The costs connected with the organization of a single simple course often amount to £ 10,000: the total investment represented by the courses of a well-established correspondence school (naturally spread over a great number of years) runs into millions of pounds.

Simultaneously with the planning of a new course, data must be collected so that applicants can be fully informed (in advance) of everything they should know: not only about the syllabuses and examination requirements but also, and above all, about the necessary preliminary training and the social prospects that success in their studies might offer. The L.O.I. take care not to raise excessive expectations in the minds of applicants. The prospectuses which contain the information referred to above are scrutinized by a specialized department at L.O.I., which tests the prospectuses as to objectivity of the information.

Administration of Training Courses

It should be stressed that L.O.I. courses only train for governmental examinations or for examinations instituted by semi-official bodies. The L.O.I. do not award their own diplomas. If required, a certificate is issued to those students who do not wish to sit for an examination; this certificate states the average marks obtained during the correspondence course, and is co-undersigned by an independent adviser.

The L.O.I. Board of Advisers is always consulted before any new L.O.I. course is decided upon.

Because the L.O.I. courses train for official examinations, it will be clear that our staff is compelled to keep them absolutely up-to-date. That is why L.O.I. officials always attend the oral part of such examinations to ascertain for themselves, from the questions asked, if the L.O.I. have enabled their students to satisfy the examiners. The accuracy of the courses is therefore checked every year from the examinations and any necessary changes in, or additions to, the subject-matter are immediately made in the lessons.

II. *How a L.O.I. Applicant Receives his Information*

In the first place, there is the very circumstantial prospectus of the course in question, mentioned above. Of the greatest importance, however, is to ascertain whether the applicant's formal preliminary training is sufficient, and sufficiently recent, for him to follow the course successfully.

The applicant must give the name and business address of his employers, and must state his own function. He is also asked what he wants

to gain socially by taking the course. If the L.O.I. advisers do not consider that gain to be possible, the application is deemed unsuitable and registration is refused.

Once registered, L.O.I. students are not tied down to taking the complete course. This affords an additional safeguard against the unsuitable enrolment of a student with our establishment. The L.O.I. requires appicants to complete detailed questionnaires to prevent their being disappointed later.

Another way in which the L.O.I. restrict the admission to their courses is their policy with regard to the training courses for the examinations of some Dutch universities. Before he is accepted by the L.O.I., the applicant must be able to demonstrate before a committee (outside the L.O.I.) that he has no opportunity of attending normal lectures at a university. If he is not able to prove this, he cannot be admitted to the L.O.I. course.

It should be noted that all the L.O.I. courses cannot yet be controlled so precisely as to admission requirements, although there is a general inquiry prior to admission. However, the relevant organization is continually being improved upon. Finally, it is a happy coincidence for the L.O.I. that the Netherlands is such a small country. Numerous prospective students visit our schools before enrolling, and the contact then possible with our study advisers makes mistakes in course selection very rare indeed.

III. *The Combining of Correspondence Courses and Oral Tuition*

Now that correspondence courses are applied everywhere, and are therefore more and more widely accepted as an indispensable part of the educational structure, now that oral education and correspondence education therefore have much more in common, it is obvious that means are being sought to reconcile the two methods – previously considered too widely different to be used in close co-operation.

The L.O.I., therefore, have added to their large organization for correspondence tuition several schools for purely oral tuition:

- a chemical school
- a high school
- a school for the shop manager's certificate
- a school for the retail trade
- a school of window dressing
- a school for medical assistants
- a school for higher administrative training
- a school of languages.

There is every indication that the number of oral schools will increase rapidly.

It is our ambition to have the teachers who correct the written submissions also work as much as possible in the oral L.O.I. schools, on the same training courses. The twofold experience so gained will benefit both forms of education. However, this important advantage of bringing oral schools and schools for education by correspondence into one organization is not the only profit. Of decidedly greater importance is that the disposal of a number of schools for oral tuition, with all the classrooms and apparatus that go with them, offers the correspondence-course students an opportunity to complete their correspondence studies or to have their knowledge tested, because some correspondence courses need complementary oral and/or practical lessons; for instance, technical and chemical courses. If a training cannot be given in writing only, then oral/practical lessons in the L.O.I. school-buildings are made compulsory by the L.O.I. The fact that the students can meet one another and their teachers there, enables them to get acquainted with the people behind the organization, thus strengthening the human element in their studies. The principal meeting-place for correspondence students is the L.O.I. buildings at Leyden, but the L.O.I. also have ten other meeting-places in the Netherlands.

One single example of the many possible combinations of education by correspondence and oral education, and their application by the L.O.I. must suffice here; one which also shows that L.O.I. education, developing at a rapid pace, is appreciated by the large Dutch organizations and industries. The Dutch Governmental Postal Service has detailed large numbers of fitters and instructors to undergo the L.O.I. technical continuation courses of instruction (circuiting with crystal diodes and transistors). After finishing a certain part of their correspondence schooling, these P.T.T. employees regularly go to Leyden, where (among other things) they can get the necessary skill in a specially-designed electronics laboratory and where the subject-matter can, if necessary, be elucidated. Many other big industries act in the same way.

The plan for the new L.O.I. building provides space for a students hostel, where students can find inexpensive or free accommodation during the week or at week-ends, when they have, or wish, to be in Leyden for personal contact or for oral or practical lessons.

IV. *Didactics and Methods Applied in Adult Education*

Until now, educationists and didactic experts have not troubled themselves overmuch about the study of didactics of adult education; that is why five years ago the L.O.I. decided to create a didactic centre which is going to tackle this problem scientifically. It is self-evident that this kind of research serves the interests of L.O.I. education.

The ordinary school methods are simply not applicable to adults; it can even be said that adult education is very much curbed by the stubbornness with which school methods are often applied to adults. We must break away from old habits and create a wholly new system. Adults need qualified teachers with a complete mastery of didactics and the ability to satisfy the above requirements. Some of the results that this special L.O.I. department has produced on behalf of L.O.I. education are:

1. As far as possible, adults should not be asked to study from books which are used in the day-schools. The subject-matter in these books is often only briefly outlined – which is permissible because of the teacher's oral explanation – and little or no stress is laid on providing students with the necessary insight into the subjects. Special methods must therefore be adopted for adults, who generally have more difficulty in retaining facts. These methods should actively help them to gain a clear insight into the subject-matter.

2. Research has shown that adults, though often strongly motivated towards studying, are capable of concentrated study for even shorter periods than was once believed. Dividing the subject-matter into well-rounded lesson-units of eight to twelve pages has been proved insufficient: such units have, if possible, to be subdivided. This must be done clearly, and without violating the logical sequence of study. Wherever possible, each lesson-unit should end with some form of self-checking questions, test questions, or exercises. (This type of subdivision is already frequently used in L.O.I. courses.)

3. An investigation has revealed the fact that the change-over from theoretical study to practical work (application of theories, written homework, etc.) creates problems for many adult students. Trials are now being made in which "key exercises" are inserted between subjects, or at the ends of lesson-units. The student has to do these "key exercises" himself, after which he compares his work with a fully explained solution given at the end of the lesson. These "key exercises" provide the student with a transitory phase between his study of theory and examples and his application of what he has learned to the practical task of preparing his homework. The results with these "key exercises" are good; they stimulate the submission of homework and favourably influence its quality.

4. In nearly all cases, adults have to study in the evening, after a full day's work. However, it takes rather a long time to complete the exercises assigned in each lesson-unit. To overcome this difficulty, trials are now being made with pre-printed exercise forms on which the student has to insert missing words or to select the correct answer from several alternatives. This method saves a lot of the student's time, and tests have

shown that these "completion exercises" ensure that the subject-matter is sufficiently assimilated. We are currently studying to which subjects and types of training this method can usefully be applied.

5. At the time of writing, a report is being prepared upon a research project conducted in co-operation with the Free University of Amsterdam, in an attempt to clarify the relationships between environment, study motivation, study circumstances, study experience, and study results.

Methods applied in L.O.I. courses as a result of the didactical work:

The teaching method to be applied depends upon the previous training of the student, the level of the course, and the specific objective. It is impossible to describe all the teaching methods in the space of this article, but the following general principles are the basis of methods applied by the L.O.I.

a. The teacher introduces a real-life situation to the student. At the same time, he poses the problem that arises from it and which has to be solved.

b. The teacher discusses this situation ,involving the students in his questioning of its essential features. *In this way, he tries to discover in the particular situation:* the important connections, the data relevant to the solution of the problem, etc. The teacher encourages the students to take part in the inquiry process, so that they learn to think objectively about the particular situation. This creates the attitude of approaching the problem with an open mind, and of questioning it critically.

c. The immediate result of this thinking is a "theoretical" solution of this particular problem.

d. This theory is then examined in order to see to what extent it is applicable to similar cases.

e. Finally, the students are trained to apply their general insight to concrete cases selected from real life.

Re a How a real-life situation is introduced will be considerably influenced by its individual characteristics. A historical event, for example, may be evoked by a verbal description, pictures, and such-like. Unless the method of introduction conforms with the nature of the real-life situation, the problem will not be presented to the students realistically enough to endure a fruitful process of thinking. Because no real-life situation can possibly be introduced complete in every relevant detail, a representative fragment of it has to be carefully chosen so that it will appeal to the student sufficiently to set his reasoning processes in motion. Further, the method of introduction must accord with the level of intelligence and training of the relevant group of students. A comprehensive written statement will appeal more to students who are used to abstract language than to those with a poor linguistic training. The latter, as well as typical "practical men", require simple but forceful use of language, numerous illustrations, and so on. The presentation of real-life situations should also include a clear way of putting the problem, so that the student is motivated to think about it.

Re b The depth to which a situation is considered must be appropriate to the scope and standard of the relative course. The most essential factors should be so chosen as to induce the students to join as animatedly as possible in the inquiry process.

Re c When deciding how much theory to impart to the students, one should always be guided by the practical question: "Is this essential to the students' purpose?" One should not merely aim at unqualified "completeness," for completeness – especially in this connection – is relative, and is determined by the aim of the course and the needs of the students.

Re d These aspects of application should concern only similar situations which will be both relevant and interesting to the students.

Re e The exercises must be efficient, and must be such that the students will consider them as meaningful. They should be vivid and absorbing, and should therefore be interestingly varied. Stereotyped problems, which constitute the questions and exercises in so many textbooks, should be avoided.

To what extent the above-mentioned aspects of the study process should be prominently featured depends partly upon the training in view. If the aim is to acquaint the students with real-life situations that will be new to them, considerable use of this technique is advisable. For example, students who must be given an insight into the way of life in the Middle East should be helped by studying real situations to discover certain connections, to distinguish the essential from the subsidiary etc. In such cases the introduction should be such as to stimulate thought. If the training is practical in nature (e.g., when teaching a foreign language), the emphasis will be more on practical exerises.

What has been gained by learning is subjected to a process of erosion called *forgetting*. This process can be counteracted by effective forms of repetition.

a. Whatever is merely memorized, without being proved, is the most easily forgotten. The rate of forgetting is quickest during the first few days; what is still retained after that period is then forgotten at a slower pace. Subject-matter that has simply been memorized should therefore be repeated most frequently during the first few days and weeks; the repetition can then be done at progressively greater intervals. When certain students work through their lessons at a relatively slow pace, extra repetition exercises must be inserted if necessary.

b. Subject-matter that repeatedly comes under review during a course (basic principles of algebra, frequently-occurring declensions in language study, etc.) is continually being applied and therefore will not easily be forgotten. Consequently, such subject-matter need not be expressly repeated.

c. Subject-matter which is meaningfully integrated with other matter that is already known, will not be easily lost. New matter should therefore always be introduced meaningfully, and in connection with what has already been learned.

Some important principles of repetition are:

– Repetition should be directed not only towards reproducing what has been learned, but also towards its application in other connections.
– Repetition should – wherever possible – be accompanied by the active making of summaries. It must be so incorporated with the subject-matter that the student learns to handle it in different combinations each time.
– Repetition should be concentrated upon the essentials of the subject-matter.

d. Those aspects of a subject which cause particular difficulty to students, as revealed by an analysis of the faults in students' papers, should be given additional repetition at the earliest possible opportunity.

V. *How the L.O.I.'s Organization Meets the Pupil's Need for Specialization*

The educational tasks of the L.O.I. are enormously divergent. There is a total of over 400 correspondence courses, divided over a wide range of knowledge.

Education by correspondence is the main sphere of L.O.I. activity, but alongside of it we have an ever-growing number of schools for exclusively oral education and many combined correspondence and oral training courses in all sorts of nuances. Now, to enable the L.O.I. management to control the organization and the contents of the courses; the L.O.I. have been split up into a number of specialized schools. Every school has as its principal an expert, who is assisted by a staff of his own.

These schools are:

- Dutch Institution for Economic and Administrative Training
- Training for University Examinations
- School of Managerial Sciences
- School of Languages
- School of Mechanics
- School of Electrical Engineering and Electronics
- School of Mathematics, Physics and Chemistry
- School of Architecture, Road-construction and Hydraulics
- School for Higher-grade, Secondary and Gymnasium Education
- Institution for Police Training
- Institution for Social and Cultural Education
- Institution for Women
- School for Medical Assistants
- Agricultural and Horticultural School
- School of Art
- Craft School for Advertising and Window-dressing.

The L.O.I. have two general managers and two Boards of Advice and Aid. The members of these Boards include seven Members of the Second

Chamber of the States General, who are recognized educational authorities. As already stated, the L.O.I. also have a great many advisers in special fields of knowledge and education.

C. *The General Situation of Education by Correspondence in the Netherlands and Recent Developments*

There are about forty certified institutions for education by correspondence in the Netherlands. Four of them are medium-sized to large organizations, and are widely known; the rest are small or very small schools. About 90 per cent of the people trained by correspondence courses are students of the large establishments.

The very important latest development in education by correspondence is the fact that in the course of 1966 education by correspondence was controlled by State inspection. The Government's decree for the institution of a State inspection has been hailed with satisfaction by the bona fide schools and by the students. This decree will put the mala fide schools – who do not fulfil the undermentioned conditions for certifications, or who are disqualified from holding a certificate because of bad conduct – in a very difficult position. They will not be completely suppressed, because the Dutch constitution grants freedom of education. But it is clear that the students themselves, and above all the government bodies and the large industries, will only use the services of the State-certified establishments.

It is true that for eighteen years there has been private inspection of education by correspondence, but its sanctions have proved inadequate for the full implementation of its purpose. Nevertheless, together with the institutions which have voluntarily aimed at ever higher norms for education by correspondence, it has exerted a favourable influence on this section of education in the Netherlands.

The norms to be applied by the new State inspection are as follows:

Authors and Correctors

The authors of the courses and the correctors of the lessons submitted by the students shall hold the certificates or diplomas detailed by the corresponding super visory organ of oral school education, or shall have other certificates or proofs of their proficiency and/or fitness acceptable to that supervisory organ.

Contents of the Courses

1. The courses shall in every respect (style, subdivisions, educational planning, assumed preliminary training, necessary drawings or illustrations, and exercises) be so adjusted to the level of the students for whom they are intended, that the end in view (see 2a) can reasonably be attained.

2. Exact data shall be issued with each course regarding:
a) examination requirements or objective;
b) level of the course and necessary preliminary training;
c) duration of the course, with a normal timetable based on a given number of hours per week.

3. Courses which need them shall include exercises and testpapers, which shall be in harmony with the character of the course with respect to nature, frequency, number, and activational value.

4. The courses shall, where necessary, contain lists of books and information on literature, with a statement of the appropriate prices.

Correction

1. Before the commencement of the training and (if required) repeatedly during the course, the essential importance of sending in their work shall be pointed out to the students.

2. Papers to be worked out and sent in for correction shall be added regularly to the lessons which need them.

3. By their tone and their content, the corrections shall show that the corrector has been clearly conscious of the fact that an opportunity for oral explanation was missing.

4. The work to be corrected, and the corrected work, shall pass between corrector and students only via the institution. The supervisory organ concerned may waive this obligation if by so doing achievement of the norms is in no way impaired.

5. The corrected work shall be returned to the students within fourteen days of its receipt by the institution.

6. The institution shall have a form of internal control of the corrections, and the relevant data shall be recorded.

7. Only in special cases – at the discretion of the supervisory organ – shall the course fee of a student who waives his claim to send in work for correction be reduced.

Examinations: Diplomas or Certificates

1. The examinations of the institution itself shall be held by a board of examiners, consisting for the greater part of experts not employed by the institution.

2. The examination arrangements shall be recorded in examination regulations, which shall be approved by the supervisory organ. They shall in any case contain prescriptions regarding declarations of the date of the examinations, entrance requirements, identification of candidates, subjects and duration of the examinations, method of examining, composition and secrecy of examination papers, standards for passing and failing.

3. The examination papers shall, so far as possible, refer to the whole of the subject-matter taught in the courses, and shall be on the educational level which the courses advertise. To ensure that the examination papers conform to the objective and level of the courses, immediately after each examination a complete set of examination papers shall be sent by the institution to the supervisory organ.

4. Diplomas can only be issued to those students who have passed an examination. The date of the examination shall be mentioned on the diplomas, as well as the objective and level of the course of training for the examination and (where necessary) the fact that the practical requirements were also satisfied.

5. Students who have not undergone an examination, or have failed in it, shall only receive a certificate proving that they have followed the course.

6. Specimen copies of the diplomas and certificates must be approved by the supervisory organ.

7. The supervisory organ may appoint its own invigilators at the examinations.

Advertising and Canvassing

1. Advertising for students shall be done in accordance with the truth.

2. Advertising shall be done in accordance with the dignity of education.

3. The giving or promising of presents, of whatever kind, is not allowed.

4. Door-to-door canvassing is not allowed, except in very special cases and at the discretion of the supervisory organ.

Mutual Obligations

1. The contracts shall satisfy the requirement of reasonable mutual obligations.

2. Prospective students shall be acquainted (with any necessary explanations) with the prescriptions of Sections 2, 4 and 5 of the Article: Contents of Courses, and of those of Sections 1, 4, 5 and 7 of the Article: Correction, before any contract can be entered into. The same applies to the financial conditions and any requisite extra expenses.

3. In case of insufficient preliminary training, a candidate shall only be registered after he has been cautioned against possible examination consequence or rejection by the examining board, and after he has expressly signified in writing that he wishes to follow the course not withstanding these cautions.

4. Enrolment forms and other documents relating to the contracts shall be couched in terms understandable to everybody.

5. Without detriment to the prescriptions of the first norm, the regulation regarding untimely breaking off a course shall be approved by the supervisory organ. On no account shall the financial conditions disbar the student from terminatingthe contract, without detriment to the institution's right to claim the amount due until the moment of termination. If the certification of the institution is withdrawn, then the student, without any obligation on his part, may immediately terminate the contract. The possibilities of untimely termination of the contract, together with a declaration of the eventual periods of time to be considered, shall be stated in the enrolment forms.

6. Free communication between institution and student, otherwise than by means of exchange of lessons and worked-out papers, shall be possible; both as regards enrolment, in the form of study advice, etc. and during the courses with respect to complaints, insufficient results, etc. Here, it shall be the rule that the institution does not wait for the student to take the initiative.

The unique institution of State inspection of education by correspondence in the Netherlands will not fail to consolidate the position of this form of education. For the L.O.I., it means that they will now receive moral and factual support in the cause for which they have striven so long: socially and didactically reliable education of full value, together with an ethically justifiable approach to prospective students.

AUFBAU, ORGANISATION UND ARBEIT DES FERNLEHRINSTITUTS LEIDSCHE ONDERWIJSINSTELLINGEN

BILDUNG DURCH FERNUNTERRICHT IN DEN NIEDERLANDEN

von ISAÄC J. SLOOS, Leiden

1. Das Fernlehrinstitut *Leidsche Onderwijsinstellingen, L.O.I.*, ist eine gemeinnützige Einrichtung. Dieser Umstand gewährleistet eine in sozialer und didaktischer Hinsicht angemessene Ausbildung. Finanzielle Gewinne werden für die ständige Verbesserung der Kurse sowie zur Erforschung neuer Methoden verwendet und fließen darüberhinaus einem Studienfonds zu.

2. Das Leidener Institut hat etwa 900 Mitarbeiter und rund 75.000 Schüler. Die Arbeitsweise des Instituts geht aus den Antworten auf die folgenden vier, Aufbau und Durchführung der Kurse betreffenden Fragen hervor:

a) Wie wird ein Kurs durchgeführt?

Die *L.O.I.* ziehen Informationen über Notwendigkeit und Nutzen eines bestimmten, von einer Organisation oder Privatperson gewünschten Lehrgangs ein. Es folgen Diskussionen mit Experten, ein Kosten-Plan wird ausgearbeitet und Kontakt mit Autoren aufgenommen. Ihre Manuskripte werden auf Genauigkeit hinsichtlich der Methodik und des Inhalts geprüft und in verschiedene Aufgabengebiete untergliedert.

b) Informierung und Auslese:

Der Schüler erhält einen Prospekt über den Lehrgang. Aufgrund eines Fragebogens wird vom Institut gewissenhaft geprüft, ob der Schüler voraussichtlich in der Lage sein wird, den Kurs erfolgreich abzuschließen. Scheint diese Gewähr nicht gegeben, wird er nicht aufgenommen.

c) Kombination von Fernunterricht und Direktkursen, Forschung:

Die *L.O.I.* verfügen über 8 Tages-oder Abendschulen für Direktkurse. Diese Schulen stellen den Fernschülern, besonders für Technik- und Chemiekurse, die erforderliche Ausrüstung für den zusätzlichen mündlichen Unterricht oder die praktische Arbeit zur Verfügung.

Zu den L.O.I. gehört seit 5 Jahren auch ein Forschungszentrum für Didaktik. Hier arbeiten wissenschaftliche Mitarbeiter neue Methoden aus, die die traditionelle Praxis der schulmäßigen Behandlung von Erwachsenen überwinden helfen sollen.

d) Garantie für sachgemäße Leitung und Spezialisierungsmöglichkeiten:

Die 400 *L.O.I.*-Kurse werden in 16 Spezial-Instituten durchgeführt, die jeweils gesonderter Leitung unterstehen. Sie unterstehen alle der Aufsicht des Vorsitzenden der *L.O.I.*-Direktoren, der seinerseits von beratenden Gremien unterstützt wird, in denen u.a. 7 Mitglieder der Zweiten Kammer der Generalstände, anerkannte Persönlichkeiten des Erziehungswesens, tätig sind.

3. Die Niederlande haben 4 große (sie erfassen 90% aller Schüler) und 36 (sehr) kleine anerkannte Fernlehrinstitute. Bisher unterstanden sie der Aufsicht einer privaten Körperschaft, jedoch ab Mitte 1966 wird der Staat diese Aufsicht übernehmen. Die strengen Normen, die ein staatlich anerkanntes Fernlehrinstitut zu erfüllen hat, sind in 6 Paragraphen niedergelegt und erstrecken sich auf: Qualifikation der Autoren, und der Korrektoren, Lehrstoff, Korrekturweise, Prüfungen, Auslese, Verträge zwischen Schülern und Instituten.

STRUCTURE, ORGANISATION ET ACTIVITES DES LEIDSCHE ONDERWIJSINSTELLINGEN

LA SITUATION GENERALE DE L'EDUCATION PAR CORRESPONDANCE AUX PAYS-BAS

par Isaäc J. Sloos, Leyde

1. Les *Leidsche Onderwijsinstellingen* constituent une organisation sans but lucratif ce qui garantit une éducation adéquate des points de vue social et didactique. Les bénéfices sont destinés à l'amélioration des cours, aux recherches pédagogiques et à un fonds d'étude.

2. L'organisation des *L.O.I.* compte 900 employés et environ 75,000 élèves. La méthode de travail des *L.O.I.* ressort des réponses données aux 4 questions fondamentales:

a) Comment un cours est-il réalisé?

Les *L.O.I.* s'informent des besoins et de l'utilité d'un cours de formation demandée par une organisation ou des personnes privées. Suivent des discussions d'experts,l'élaboration du plan d'investissement et des contacts avec les auteurs. Les manuscrits sont examinés quant à leur valeur didactique et l'exactitude du contenu et sont répartis en tâches.

b. Information et sélection.

Un prospectus circonstancé est envoyé à l'élève.

A l'appui d'un questionnaire il est décidé consciencieusement si le candidat est capable de terminer le cours avec succès, sinon son admission est rejetée.

c) Combinaison de l'éducation orale et par correspondance.

Les *L.O.I.* ont 8 écoles de jour ou de soir pour un enseignement exclusivement oral. Ces écoles offrent aux étudiants qui étudient à l'aide de cours par correspondance, spécialement les cours techniques et de chimie, le matériel nécessaire aux leçons orales supplémentaires ou aux travaux pratiques.

Les *L.O.I.* ont depuis 5 ans un centre de recherche didactique. Des pédagogues élaborent ici de nouvelles méthodes devant se substituer auxanciens pratiques de traitement scolaire des adultes.

d) Garantie pour une direction adéquate et des possibilités de spécialisation.

Les 400 cours des *L.O.I.* sont répartis en 16 institutions spécialisées ayant chacune une direction propre. Elles se trouvent toutes sous la haute direction du président des directeurs des *L.O.I.*, qui est assisté d'un organe consultatif au sein duquel figurent 7 membres de la Seconde Chambre des Etats Généraux, autorités reconnues du monde éducatif.

3. Les Pays-Bas ont 4 grandes institutions (90% de tous les élèves) et 36 institutions reconnues mais plus petites pour l'éducation par correspondance. Jusqu'à présent cette reconnaissance a été accordée par une inspection privée dont les tâches seront reprises à partir de 1966 par une inspection d'Etat.

Les conditions strictes que devra remplir une institution reconnue de cours par correspondance ont été statuées dans six paragraphes se rapportant à la qualification des auteurs et des correcteurs, le contenu des cours, les procédés de correction, les examens, procédés de sélection, les contrats entre élèves et institutions.

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